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ABSTRACT

This document outlines the content of the grade 5 social studies curriculum of the Lebanon School District, Lebanon, New Hampshire. The program focuses on a U. S. history from the first Americans to the post-Civil War era. U. S. geography is studied, either Americans to the post-Civil War era. U.S. geography is studied, either as a separate unit or integrated into the historical units. World geography is also introduced. Skills to be acquired are listed as behavioral objectives. A resource list of social studies materials includes student texts, books, filmloops, filmstrips, study prints, and activity cards. (SY)

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GRADE FIVE - SOCIAL STUDIES

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1986

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LEBANON SCHOOL DISTRICT * LEBANON, NEW HAMPSHIRE

GRADE FIVE - SOCIAL STUDIES

Grade Five continues the "expanding horizon" approach by moving from New Hampshire (Grade Four) to the United States as a whole. The year's work is mainly focused on U.S. History from the first Americans to the post-Civil War era. U.S. geography is also studied, either as a separate unit or integrated into the historical units. World geography should also be introduced, as outlined below.

Content Outline

I. U.S. Geography

Suggested Topics

- states
- landforms
- products
- climate
- rivers
- lakes
- mountains
- cities
- oceans

II. U.S. History (First Americans - 1900)

Beginnings of the United States

A. The First Americans

1. Migration
2. Ways of living
3. Change
4. Farmers
5. Indians of Missouri
6. Aztecs
7. Europeans
   a. Vikings
   b. Portugese
   c. Spanish

B. Colonies

1. English
   a. Jamestown
   b. 13 Colonies
   c. Government

2. English Colony
   a. Indians and colony
   b. New England
   c. Mid-Colonies
   d. Frontier
   e. South
      (1) Slaves

3. War for Independence
   a. Problems of the colonists
   b. War
   c. Government
   d. Conventions
   e. New Government

Growth and Change

A. Exploring the West

1. Lewis and Clark
2. Westward movement

B. Southwest

1. Expansion
2. War with Mexico

C. Technology

1. Water travel
2. Railroads
3. Farm tools

D. Diverse People

1. Europeans
2. Indians
3. Slaves

E. North and South Grow Apart

1. Slavery
2. Compromise
3. Politica

F. Civil War

1. South leaves Union
2. War
3. Freedom
4. New South

The Modern United States

A. New Ways

1. Steam power
2. Inventions
3. Machine Age
4. Giant companies
5. Modern farming
6. Mass production

III. World Geography

World Geography should be covered in one of the following ways:

1. as a separate unit sometime during the year
2. as the vehicle to teach the required map and globe skills
3. as a part of current events work if you subscribe to a regular student news magazine

Contenent areas which should be addressed include:

Continents

Oceans

Major countries

Major topographical features

Other items/topics which are appropriate

MAP AND GLOBE SKILLS (include throughout the year)

I. Local Mappind

A. Street Maps

1. Direction
2. Key
3. Symbols
4. Following directions
5. Giving directions

B. Aerial Photo

1. Likeness and difference to map

II. State - Regional

A. Road Maps

1. Route number
2. Directions
3. Scale
4. Mileage/kilometers
5. Key
6. Boundaries
7. Size of Cities
8. Index

III. United States - World

A. Atlas

1. Map vacabulary
2. Direction
3. Index
4. Symbols
5. Boundaries...State...County
6. Population
7. Elevation
8. Latitude - Longitude
9. Scale of miles
10. Inserts
11. Types of maps...rainfall, population, products, political, physical, climate, historical

B. Flat Maps

1. Skills same as above

C. Globes

1. Equator
2. Tropics
3. Continents
4. Oceans
5. Islands

IV. Mapping

A. After completing the work on mapping, the child will identify on a map...

1. United States of America

a. States of United States
b. Major cities
c. Major rivers
d. Major products by region
e. Major mountains
f. Bordering countries
g. Bordering oceans

B. World

1. 7 continents by shape
2. 4 oceans
3. Major countries/continents
4. Major mountain chains on continents
5. Major rivers on continents
6. Major cities of world
7. Climatic regions

FIFTH GRADE - SOCIAL STUDIES MATERIALS INVENTORY

	Title	Type of Material	Producer	School
	Our History	Student Text	Holt	HSS
	Our Country's History	Student Text	Scholastic	S. Hill
	Our United States	Student Text	Follett	S. Hill
	Reindeer People of Lapland	Filmloops	Ealing	SSS
	American Prarie	Filmloops	Ealing	S. Hill
	Japanese Fisherman	Filmloops	Ealing	S. Hill
	Japanese Community Farm	Filmloops	Ealing	S. Hill
	Japanese Village School	Filmloops	ICF	S. Hill
	Duties of Japanese Rural Housewife	Filmloops	ICF	S. Hill
	Tokyo - World's Largest City	Filmloops	ICF	S. Hill
	Rice Farming in Japan	Filmloops	Doubleday	S. Hill
6	Cities of America #1	Sound Filmstrip Sets	NYT	S. Hill
6	Cities of America #2	Sound Filmstrip sets	NYT	S. Hill
6	Japan - A Changing Nation	Sound Filmstrip Sets	NYT	S. Hill
1	The Other Minorities	Sound Filmstrip Sets	NYT	S. Hill
10	Story of America's People	Sound Filmstrip Sets	Eyegate	S. Hill
	Focus on America Series:			
3	The South	Sound Filmstrip Sets	Singer	S. Hill
1	Southern Appalachia	Sound Filmstrip Sets	Singer	S. Hill
1	California Migrants	Soung Filmstrip Sets	Singer	S. Hill
	U.S. Regional Geography Series:			
4	The Northeast	Sound Filmstrip Sets	BFA	S. Hill
4	The South	Sound Filmstrip Sets	BFA	S. Hill
4	The Midwest	Sound Filmstrip Sets	BFA	S. Hill
2	Great Plains	Sound Filmstrip Sets	BFA	S. Hill
2	Western Interior	Sound Filmstrip Sets	BFA	S. Hill
2	Pacific Slope	Sound Filmstrip Sets	BFA	S. Hill
12	Regions Around the World	Sound Filmstrip sets	Field	HSS
1	Children Tours of the World - Japan	Sound Filmstrip sets	Panorama	HSS

	Title	Type of Material	Producer	School
	Northwest Coast	Filmstrips		HSS
5	Dry Lands of the West Southern Section	Filmstrips		HSS
5	Dry Lands of the West Northern Section	Filmstrips		HSS
1	Japan - Overview	Filmstrips		S. Hill
1	Rice Farming in Japan	Filmstrips	VEC	HSS
	Rice Farming in Japan:			
1	Spring Planting #1	Filmstrips	VEC	S. Hill
1	Summer Care and Harvest	Filmstrips	VEC	S. Hill
1	American Indian Today	Filmstrips	VEC	HSS
1	American Indian Today	Filmstrips	VEC	S. Hill
8	U.S. Regional Geography	Filmstrips	VEC	S. Hill
	The World We Live In:			
1	The Artic Tundra	Filmstrip		S. Hill
1	The Face of the Land	Filmstrip		S. Hill
1	The Mystery of Rain	Filmstrip		S. Hill
1	The Words of Home	Filmstrip		S. Hill
1	The Rain Forest	Filmstrip		S. Hill
	Black History:			
1	March on Washington 1963	Filmstrip	Encyc. Brit.	S. Hill
1	Black People in Free North 1850	Filmstrip	Encyc. Brit.	S. Hill
1	The Black Codes	Filmstrip	Encyc. Brit.	S. Hill
1	Slavery in Plantation Virginia	Filmstrip	Encyc. Brit.	S. Hill
1	Black People in Slave South	Filmstrip	Encyc. Brit.	S. Hill
1	Slavery in Young America Republic	Filmstrip	McGraw-Hill	S. Hill
1	Negro Fights for Freedoms	Filmstrip	McGraw-Hill	S. Hill
4	Famous Negroes	Filmstrip		HSS
1	Northeast Geography	Filmstrip		S. Hill
3 sets	Geography of 50 States (18)	FIlmstrip		HSS
	Sets of Large Study Prints			
	Interaction of Man and Environment	Study Prints	Rand McNally	HSS
	Interaction of Man and Resources	Study Prints	Rand McNally	HSS
	Interaction of Man and His Past	Study Prints	Rand McNally	HSS
	Interaction of Man and Man	Study Prints	Rand McNally	HSS
	Climates of the World	Study Prints	Coronet	HSS
	Deserts of the World	Study Prints	Instructional Aids	S. Hill
	Forests	Study Prints	Instructional Aids	S. Hill
	Currents of the Sea	Study Prints	Instructional Aids	S. Hill
	Polar Regions	Study Prints	Instructional Aids	S. Hill
8	Japan - Home of the Sun	St. Book		HSS
8	Japan - A Changing Nation	St. Book		HSS
4	Japan - A Changing Nation	St. Book		S. Hill
75	Our Wonderful World	St. Book		HSS
50	Our Wonderful World	St. Book		S. Hill

Title	Type of Material	Producer	School
Activity Cards for the United States (160 group and individual activities)			HSS
Activity Cards for the United States (160 group and individual activities)			S. Hill
Social Studies Skills Master for the United States (20 maps and activities masters)			HSS
Social Studies Skills Master for the United States (20 maps and activities masters)			S. Hill

GRADE FIVE

SOCIAL STUDIES SKILLS TO BE INTRODUCED AT THE EARLY INTERMEDIATE LEVEL

The ability to find information, know sources of data, use maps, and understand graphic materials is more essential today than ever before. The mastery of these skills should be an integral part of a sound elementary social studies curriculum.

The following is a list of fundamental skills that should be introduced during the year. Reference must be made to the master terms list in Part I of this handbook to check other skills already introduced to the students. It is the teacher's responsibility to continue to refine and extend these skills acquired in earlier grades.

The list can be a guide in developing your objectives and gatherings of materials for the specific introduction and practice of these skills. Materials should also be used to explain and supplement the textual content of the social studies program and any other discipline where it seems applicable.

PART I

I. Locating Information

A. Work with Books

1. Use index
2. Use title page
3. Use glossary, appendix, map list, illustration lists

B. Find Information in Encyclopedias and Other Reference Books

1. Locate information in an encyclopedia using key words, letters on volume, index, cross reference
2. Use reference works, such as World Almanac, Atlasses, Who's Who, Stateman's Yearbook

C. Use Language Arts Skills Outlined Below on Social Studies

1. Use guide words
2. Learn correct pronunciation of word
3. Understand syllabication
4. Choose the appropriate meaning of the word for the context in which it is used

D. Read Newspapers, Magazines, and Pamphlets with Discrimination

1. Select important news items
2. Select from these sources material that is pertinent to class activity
3. Learn about the sections of the newspaper

E. Know How to Find Material in a Library, Both School and Public

1. Locate appropriate books
2. Use a book card
3. Use the card catalogue to learn that ---

a. A book is listed in three ways - by subject, author, title
b. Cards have call numbers in upper left hand corner which indicates location on shelf
c. Some author cards give more information than the title or subject card
d. Information such as publisher, date of publishing, number of pages and of illustrations, and usually some annotation are provided
e. The Dewey Decimal System is a key to finding books

II. Organizing Information

A. Select the main idea and supporting facts

B. Make (write) a summary of main points encountered in material

III. Evaluating Information

A. Distinguish between fact and opinion

IV. Acquiring Information Through Reading

A. Skim to find a particular word, get a general impression, or locate specific information
B. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate

V. Communicating Orally and in Writing

A. Prepare and use notes presenting oral report, giving credit where material is quoted
B. 1. Write independently, avoiding copying from references
2. Include a bibliography to show source of information
C. Study graphs and tables

1. Understand the significance of the title
2. Determine the basis on which the graph or table is built and the units of measure involved
3. Interpret the relationship shown
4. Draw inferences based on the data

D. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)

PART II

MAP AND GLOBE SKILLS

I. Interpreting Maps and Globes

A. Orient the Map and Note Directions

1. Understand the use of the compass for direction
2. Orient desk outline, textbooks, and atlas maps correctly to the N

3. Use parallels and meridians in determining direction
4. Use different map projections to learn how the pattern of meridians and that of parallels differ

B. Locate Places on Maps and Globes

1. Identify on a globe and on a map of the world the equator, tropics, circles, continents, oceans, large islands
2. Relate low latitudes to the equator and high latitudes to the polar areas
3. Recognize location of major cities of the world with respect to their physical setting
4. Trace routes of travel by different means of transportation
5. Develop a visual image of major countries land forms and other map pattern studies
6. Read maps of various types which show elevation

C. Use Scale and Compute Distances

1. Develop the habit of checking the scale on all maps used

D. Interpret Map Symbols and Visualize What They Represent

1. Use legends on different kinds of maps
2. Identify the symbols used for water features to learn the source, mouth, direction of flow depths, and ocean currents

E. Compare Maps and Draw Inferences

1. Read into a map the relationships suggested by the date shown, as the factors
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data
3. Infer man's activities or way of living from physical detail and from latitude

F. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time

1. Understand and make simple time lines
2. Learn to relate the past to present in study of change and continuity in human affairs